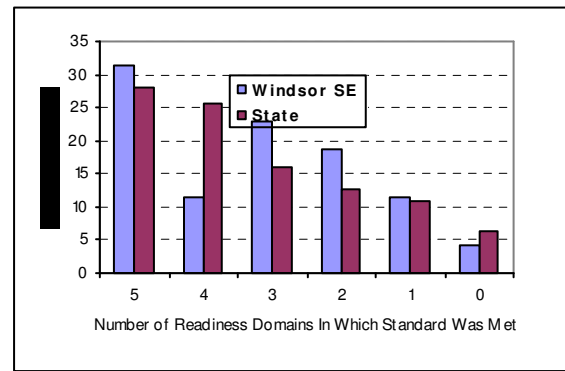
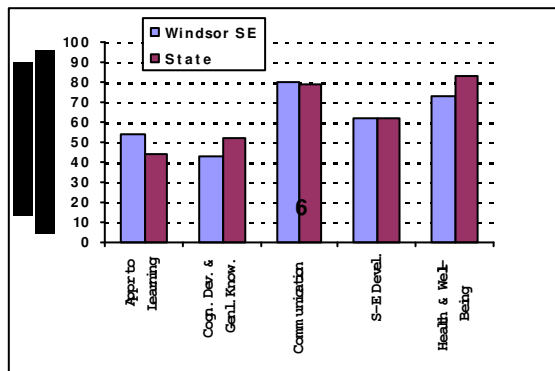


## Windsor Southeast Supervisory Union

Below are the results from the Ready Kindergarten Questionnaire your district completed last fall. Seven kindergarten teachers in your supervisory union completed this questionnaire for 70 kindergartners in the beginning of the 2007-2008 school year. The first chart below illustrates **the percentage of kindergartners who were rated as “Practicing” or “Performing Independently” on all the items within each domain**. The items listed for each domain represent tasks and/or skills a kindergartner might demonstrate upon his/her entry into kindergarten. The second chart shows the percent of students who achieved this standard in five, four, three, two, one, or no domains.

Please note that there were several important changes in the survey instrument as of the ‘04-‘05 year. These included the addition of a “don’t know” response option, and a revised set of items in the Cognitive Development & General Knowledge domain. Thus, you should use caution when comparing these results to those of prior years. These results are not meant to identify students who are “not” ready for school, but rather are offered as information about the broad skills children in your supervisory union demonstrate upon entry into kindergarten. For your further information, your supervisory union’s results are compared to the state aggregate results.



To offer you more specific information, the percentage of students who were rated as “Practicing” or “Performing Independently” is listed for each item within each domain in Table 1. The numbers in bold are the percentages that are represented in the figure above (note these are NOT averages of the individual item percentages, but the proportion of children who met the standard on *all* items within the domain). It will be important to discuss these results with your kindergarten teachers, with parents, and with child care providers in your community in order to fully interpret their meaning. Some questions to guide your discussions might be:

1. Are our kindergartners demonstrating the skills that we are hoping they would have upon entry into school?
2. Are there areas where we should focus our efforts to better prepare our future kindergartners for school?
3. How can we as a community ensure that more of our young children are “ready” for school?

Table 1: The percentage of students in the supervisory union and the state who were rated as “Practicing” or “Performing Independently” the item or skill.

| <b>Questionnaire Item</b>  | <b>Windsor SE</b> | <b>State-Wide</b> |
|--|-------------------|-------------------|
| <b>Social and Emotional Domain: “practicing” or “performing independently” on ALL items</b>                    | <b>61.8</b>       | <b>61.9</b>       |
| Can meet/play with different children  | 82.9              | 84.8              |
| Uses problem solving skills in social situations   | 64.7              | 67.1              |
| Separates easily from caregiver  | 91.4              | 90.1              |
| Appropriately expresses emotions   | 84.3              | 81.3              |
| Adapts to transitions  | 87.0              | 85.6              |
| Interacts positively with adults   | 88.6              | 89.4              |
|  |                   |                   |
| <b>Approaches to Learning Domain: “practicing” or “performing independently” on ALL items</b>                  | <b>53.6</b>       | <b>44.1</b>       |
| Follows simple rules   | 97.1              | 82.1              |
| Persists with self-directed activity   | 78.6              | 82.3              |
| Appears enthusiastic   | 98.6              | 86.4              |
| Uses a variety of strategies   | 68.6              | 73.1              |
| Pays attention   | 72.9              | 75.3              |
| Engages in conversation  | 77.1              | 86.6              |
| Knows how and when to use adults   | 71.4              | 81.1              |
| Initiates activities in the classroom  | 72.5              | 79.4              |
| Is curious   | 84.3              | 80.7              |
|  |                   |                   |
| <b>Communication Domain: “practicing” or “performing independently” on ALL items</b>                           | <b>80.0</b>       | <b>78.9</b>       |
| Communicates needs   | 91.4              | 83.0              |
| Understands simple directions  | 85.7              | 87.7              |
|  |                   |                   |
| <b>Cognitive Development/General Knowledge Domain: “practicing” or “performing independently” on ALL items</b> | <b>43.4</b>       | <b>51.7</b>       |
| Shows awareness of how books are organized and used  | 87.0              | 83.2              |
| Can recall and explain sequences of events   | 69.1              | 74.1              |
| Recognizes name in print   | 90.0              | 88.7              |
| Engages in imaginative play  | 79.7              | 87.0              |
| Shows beginning awareness of letter/sound correspondence   | 53.7              | 62.9              |
| Can identify 10 or more letters of the alphabet  | 66.7              | 70.8              |
| Uses scribbles, symbols, or letters to write or represent words or ideas                                       | 50.7              | 66.1              |
| Shows ability to count 5 or more objects using one-to-one correspondence                                       | 84.6              | 83.6              |
| Can identify several basic geometric shapes  | 75.9              | 81.2              |
|  |                   |                   |
| <b>Health &amp; Well-Being Domain: meeting standard on ALL items</b>   | <b>72.9</b>       | <b>82.8</b>       |
| Demonstrates self-help skills  | 87.1              | 93.6              |
| Ability to learn rarely appears inhibited by illness   | 88.4              | 96.0              |
| Ability to learn rarely appears inhibited by fatigue   | 81.2              | 90.6              |
| Ability to learn rarely appears inhibited by hunger  | 88.4              | 96.0              |